



Editorial



These 14 articles reflect ideas and breakthroughs of many kinds and on a wide divergence of issues. We begin with higher education.

In their analysis titled: “Higher Education and Economic Development: The Importance of Building Technological Capacities,” Glenda Kruss, Simon McGrath, Il-Haam Peterson, and Michael Gastrow pioneer a method of estimating the impact of higher education on development which they call ‘evolutionary economics’. They take the complexity of work performed by graduates of astronomy and automotives and point out that these complexities shape development possibilities. Much has been written about the tendency for higher education institutions to shift managerial authority to governments and other external bodies. Although common, these shifts have not been uniform. But where have they occurred? In their article titled: “The Unfading Power of Collegiality: University Governance in Poland in a European Comparative and Quantitative Context,” Marek Kwiek asks this question and discovers that in Poland the influence of (internal) collegial bodies on academic decision-making is the highest in Europe. In their article titled: “Re-Building Higher Education Institutions in Post-Conflict Contexts: Policy Networks, Process, Perceptions, Patterns,” Arne Turner Johnson and Pascal Hoba describe efforts to re-build the Université Félix Houphouët-Boigny in the Cote d’Ivoire which had been destroyed in the aftermath of a contested election. One would hope that the process of re-building a university destroyed by a lack of social cohesion might be used to establish the social cohesion necessary for its future survival. That does not necessarily seem to be the case.

Post-war social cohesion is also a theme of the article titled: “Addressing Issues of (in)Justice within Public Schools within Post-War Lebanon: Teachers Perspectives and Practices,” by Lena Bahou. She finds that post-war social cohesion reforms were limited in part because they avoided the reasons for the underlying violence – the socio-economic inequities and the daily injustices which occur in schools. The papers on Lebanon and on Cote d’Ivoire are reminders that a post conflict circumstance is different from a post war circumstance. In the former, the objective may be limited to re-starting the motions of damaged institutions; in the latter the objective may be to resolve the origins of the conflict. And as both papers remind us, to do the latter may require an aggressive level of honesty.

Three papers focus on training. In the article titled: “Evaluation of Artisan Training in Metal Silo Construction for Grain Storage in Africa: Impact on Uptake, Entrepreneurship and Income,” Michael

K. Ndegwa, Hugo de Groote and Zachary M. Gitonga find that training had little impact on the income of employed artisans unless they were associated with workshops which they themselves owned. In the article titled: “Re-Modeling and Reconceptualizing Skills Development in Cambodia: How are Social Enterprises Preparing Young People for Successful Transitions Between Learning and Work?” I-Hsuan Cheng finds management innovations in four social enterprises which help trainees assume greater social responsibilities. In the article titled: “School Administrators’ Understanding and Management of Barriers for the School’s Involvement in the Practicum Component of Initial Teacher Education in Chile,” Carmen Montecinos, Monica Cortez, and Horacio Walker find that about a third of the barriers associated with finding a suitable practicum site stem from within the schools themselves, their reluctance with respect to the university’s curriculum etc. They also find that one test for a teacher trainer is the degree to which they can manage these barriers effectively.

Three papers focus on school performance. In the article titled: “Cracks in Support for Two Tanzanian, East African Rural Schools with High Performance on National Exams,” Daniel Roberts analyzes two high performing schools and finds that what they both do well is to reiterate those skills needed for performance on the national examination necessary for selection to secondary school. Both teachers and parents lamented the adherence to the exigencies of the exam but seemed resigned to the fact that no school may deviate far from what is tested and how it is measured. Designing creative high stakes examinations so that they may reinforce pedagogical excellence is of critical importance. The subject was first discussed in this journal 28 years ago (Heyneman, 1987). It seems no less relevant today. But how will students perform? Will they perform according to the teacher’s expectations? Does a teacher really know how their students will perform? This is question addressed in the article titled: “Are Teachers Accurate in predicting their Students’ Performance on High Stakes Exams? The Case of Russia,” Martin Carnoy and Andrey Zakharov ask teachers whether they had good or problematic relations with their classes. They find that those teachers who claim to have a good relationship over estimate the performance of their students while those whose relationship is more problematic tend to underestimate the performance of their students. This suggests that a teachers’ perception of being well liked may not indicate that the students will perform as well as anticipated. Finally, in the article titled: “Primary School Teachers and Parents Views on Automatic

Promotion Practices and its Implications for Education Quality,” Ahmed Ibrie Ahmed and Dawit Mekonnen Mihretie find that automatic promotion may have contributed to education wastage and have other counter-productive effects in Ethiopia.

Three papers focus on social exclusion. In the article titled: “The Intersection of Caste, Social Exclusion and Educational Opportunity in Rural Punjab,” Tayyaba Tamim and Hana Tariq find that caste affiliation has deeply pernicious effects, some of which are active and other passive. They find that some effects are external to the school while others are internal to the school. And they find that some of the effects cause those most stigmatized to deselect themselves from school.

Although it is found that the poor are represented in non-government primary schools (Heyneman and Stern, 2013), because of the differences in cost, the case of non-government secondary schools may be different. In the paper titled: “Inside Private Secondary Schools in Malawi: Access or Exclusion?” Benjamin Zeitlyn, Keith Lewin, Joseph Chimombo and Elizabeth Meke find that private secondary schools are all but unaffordable to those families outside the wealthiest quintile. In the paper titled: “Schooling Choice in South Africa: The Limits of Qualifications and the Politics of Race, Class and Symbolic Power,” Mark Hunter tracks the movement of black and white children to schools outside of their traditional neighborhoods after schools were desegregated. He finds that primary school children from black neighborhoods were more likely to move than secondary school

children; and for those from traditionally white neighborhoods the opposite was found namely that secondary school children were more likely to move than primary school children. It is suggested that this indicates a new form of differentiation beyond qualifications.

Finally, in a paper titled: “South-South Cooperation in Education and Development: The Yo, Sí Puedo Literacy Method,” Thomas Muhr is so impressed with the power and generalizability of literacy program in Nicaragua that he suggests that it should be excused from the questions normally asked of the international transfer of best practices and instead be imported to all nations of the south on grounds of supporting South-South cooperation as third world emancipation and transformation towards a socially just and democratic world order.

References

- Heyneman, S.P., 1987. [Uses of examinations in developing countries: selection, research and education sector management.](#) *Int. J. Educ. Dev.* 7 (4), 251–263.
- Heyneman, S.P., Stern, J.B., 2013. [Low cost non-government schools for the poor: what public policy is appropriate?](#) *Int. J. Educ. Dev.* 35, 3–15.

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